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ABSTRACT

Reported was program effectiveness of an early childhood educational program designed to provide a supportive educational atmosphere to meet the educational needs of young children handicapped by deviant emotional, behavioral, educational, and neurological growth patterns. Eighteen students participated in the program with objectives of development in areas of gross and fine motor activities, comprehension and use of language, ability to function independently in social situations, and intellectual ability. General information provided for the program description included description of classes, personnel, activities, auxiliary services, and parent participation. Sources of evaluative data were staff member reports, standardized test data, behavioral and performance rating scales, and staff and parent questionnaires. Selected findings indicated that as a group, students showed an average increase in IQ scores of 18.31 points, approximately 67% of the students achieved well on behavioral and performance rating scales, program organization was adequate, and the parents thought the program was successful. Appended are two statements on creating a supportive educational atmosphere among parents and their 3 to 7-year-old handicapped children, and sample forms used in the program. (CB)

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SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADMINISTRATION BUILDING

September 4, 1970

No. 2

Research Report
Series 1970-71
Topic: ASSESSMENT OF THE 1969-70 ESEA TITLE III PROJECT: CREATING A SUPPORTIVE EDUCATIONAL ATMOSPHERE FOR PARENTS AND THEIR THREE TO SEVEN YEAR OLD HANDICAPPED CHILDREN

Introductory Statement

In the summer of 1969, the Sacramento City Unified School District received funds under Title III of the Elementary and Secondary Education Act (ESEA) of 1965 to provide a supportive educational atmosphere in two classes to meet the needs of young children handicapped by significantly deviant emotional, behavioral, educational, and neurological growth patterns for whom no organized classes existed. The purpose of the program was twofold: (1) to diagnose the handicaps of each child and plan an individualized school program to meet his needs; and (2) to involve and assist parents in recognizing and understanding the handicaps displayed by their children, and develop a cooperative program with the home to reinforce the activities of the school in attempting to cope with the child's handicaps.

The staff, selected to implement the program, in cooperation with the Research and Development Services staff, developed behavioral objectives for the children to be enrolled in the program and established evaluation procedures. These were submitted as a supplement to the original project request in early fall, 1969. Staff meetings were held on a regular basis throughout the summer and early fall to plan the implementation of the program, establish screening and selection procedures, select equipment and materials, and prepare the areas of the school for the program.

The director of the program submitted a letter describing the program to school principals and community agencies and invited referrals to the program. Children referred were visited at home and in their classes, if they were already enrolled in school. Additional data on each child also were collected and the Developmental Task Analysis Form was administered to each child. Children referred were screened by a committee composed of the project director, a psychologist, a nurse, a social worker, and the two teachers. Those children selected were invited, with their parents, to visit the classroom to become familiar with the facilities and the program.

The approved project specified a maximum of twenty pupils in two classes of ten each. From the ninety children referred, thirteen were selected and enrolled on November 3, 1969. Four additional pupils were selected and enrolled in December, 1969 and one each in March and April, 1970. Of the nineteen pupils enrolled, eighteen remained in the program until the end of the 1969-70 school year. One pupil left the program January 28, 1970.

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Introductory Statement (continued)

Two classes were established, utilizing one room at the Washington School. The morning class met from 9:00 a.m. to 11:00 a.m. with an enrollment of ten pupils. The afternoon class met from 12:15 p.m. to 3:00 p.m. with an enrollment of nine pupils.

As older pupils in the afternoon class surpassed the original behavioral objectives established for them, the school day was extended for some pupils by as much as two hours which involved their coming to school two hours early (at 10:00 a.m.). Regular kindergarten and first grade work was provided for these pupils.

Objectives of the Program

Objectives and instruments for the measurement of pupil growth and development were prepared in five major areas as follow:

A. Gross motor activities

B. Fine motor activities

C. Comprehension and use of language

D. Ability to function independently in social situations

E. Intellectual ability

These objectives, the evaluation procedures, and the instruments to be used in measuring progress in each area are included in detail in the appendix of this report as Exhibit A. The procedures and the instruments were later revised after consultation with representatives of the Title III office of the California State Department of Education.

Behavioral objectives for the 1970-71 school year have been revised and will be measured at three levels: preschool, kindergarten, and first grade. Pupils will not be expected to exceed the behavioral objectives established for them within the first few weeks of the school year and the objectives can be used as constructive teaching guidelines throughout the school year.

Description of the Program

A. Criteria for Selecting Pupils

1. Inadequacies which prevented the child from succeeding in other school programs.

2. Permission of parents.

3. Willingness on the part of parents to participate as volunteer assistants in class, and/or to attend parent education classes, and/or be available for biweekly home visits by the teacher.

The forms used in seeking referrals, parental consent, and decisions of the screening committee are included in the appendix of this report as Exhibits B C D and E.

Description of the Program (continued)

B. Description of Classes

1. Morning Class

This class included 7 boys and 3 girls ranging in age from 3 years 5 months to 6 years 7 months on the date of their enrollment. Three pupils were White of Spanish Surname, 4 were Other White, and 3 were Negro.

2. Afternoon Class

This class included 5 boys and 4 girls ranging in age from 5 years 7 months to 7 years 4 months on the date of their enrollment. One pupil was White of Spanish Surname, 3 were Other White, and 5 were Negro.

3. Deviant Growth Patterns

The handicaps exhibited by these pupils were many and varied. Many of these pupils exhibited multiple handicaps all of which made it impractical to categorize the pupils into groups. In addition, the problems experienced by these pupils were closely related to home situations and personal experiences in their lives. For these reasons, a brief case history was prepared for each pupil. These case histories present the real need for the individualized instructional program prepared for each of these pupils. A summary of the case histories is included in the appendix of this report as Exhibit F.

C. Personnel

1. Teachers

Each of the classes was provided with a certificated teacher who met the requirements of a standard teaching credential with a background of training and/or experience with preschool or early primary children, and their parents.

2. Teacher Assistants

Each class was also provided with a teacher assistant who had formerly been an aide in the regular preschool program and had demonstrated special proficiency in dealing with children with gross behavioral problems. Each of these assistants had also taken university extension classes and attended in-service training workshops related to this program.

3. Other Personnel

Other personnel employed in support of this program included the Coordinator of Parent and Preschool Education, a psychologist who had major responsibility for the planning and coordination of the program, a social worker, a nurse, a clerk, and a bus driver who

had experience and in-service training in handling and communicating with children exhibiting gross handicaps. The bus driver communicated well with parents and served as a close day-to-day link between the school and the home. She also took part in the planning sessions as an integral part of the staff.

4. Volunteers

More than half of the parents of pupils in this program assisted in the program on a regular basis, working with other children as well as their own under the direction of the teacher.

D. Activities

Activities varied in accordance with the diagnosis for each child. The staff used a team approach, combining clinical techniques with established beneficial practices employed in normal preschool programs. Since the program was highly individualized, all children were not working on the same objectives at the same time. So far as possible, instruction was carried out on an individual basis, but opportunities were made available for small group activities and participation. Recorded observations were made during both individual and group activities in determining progress for each pupil.

E. Auxiliary Services

1. Medical Facilities

The staff worked closely with medical facilities of which pupils in the program were patients, particularly the Kaiser Foundation.

2. Welfare Department

Cooperative follow-ups were made on referrals from families receiving welfare aid and a close working relationship was maintained with that agency.

3. Speech Clinic

The same close working relationship was maintained with the Sutter Diagnostic Speech Clinic for those pupils who were also receiving treatment at that facility.

F. Parent Participation

1. Home Management Classes

Evening classes were held at the school for parents to further the working relationships between the home and the school. These classes, conducted by members of the staff, were helpful in training class volunteers as well as providing carry-over from the school program to home activities.

Description of the Program (continued)

2. Home Instruction

Members of the staff visited the homes of parents to provide individual instruction for those who were unable to attend the home management classes, or who wished supplementary information.

3. Volunteer Class Assistants

Parents volunteered and attended classes as assistants on a regular basis. They carried on individual and small group instruction, under the direction of the teacher, and worked with the regular assistants in necessary class routines. They also assisted on the playground and on field trips.

4. Change in Parent Attitudes

Many parents who had previously been unable to relate to the school in which their child was enrolled, and in general had a hostile attitude toward school, changed markedly after participating in the evening classes and/or volunteer work in the classroom. One in particular, who had been very antagonistic, and a neighborhood isolate, is now serving, voluntarily, as a neighborhood organizer and instructor of parent groups whose children are in need of this specialized type of instruction.

Sources of Data

A. Reports from Staff Members

A case history for each pupil in the program was prepared by the social worker from information provided by each member of the staff.

B. Standardized Test Data

1. The Peabody Picture Vocabulary Test Form A was administered to each pupil upon entry to the program. Form B of the same test was administered to each pupil in May of 1970. The Intelligence Quotients computed from the scores on these tests were compared and are presented in this report as one indicator of the progress achieved by each pupil in the program.

2. The Frostig Test of Visual Perception was administered to each pupil upon entry to the program and was readministered in May, 1970. A comparison of the age equivalents for each pupil on each of the five subtests is presented in this report as an indicator of progress made in each of the five areas tested.

C. Behavioral and Performance Rating Scales

Pre and post observations were made and recorded on the rating scales prepared to indicate behavioral changes for use in measuring the behavioral objectives prepared for the program (Exhibits G and H). Ratings were made by qualified observers from the staff and their

Sources of Data (continued)

ratings are compared and presented in this report as additional indicators of the progress made by each pupil in achieving the objectives established for him.

D. Staff Questionnaire (Exhibit I)

A questionnaire for members of the staff was developed by the coordinator of the program in cooperation with the Research and Development Services staff. This questionnaire was completed by each member of the staff at the close of the school year.

E. Parent Questionnaire (Exhibit J)

A questionnaire for parents of pupils in the program was developed by the coordinator of the program in cooperation with the Research and Development Services staff. An attempt was made at the end of the school year to obtain a response from every parent who had a child enrolled in the program.

Treatment of the Data

A. Reports from Staff Members

The case history for each pupil was reviewed and summarized for inclusion in the appendix of this report.

B. Standardized Test Data

1. The test data from Form A and Form B of the Peabody Picture Vocabulary Test were processed and the results for each pupil are presented in tabular form as an aid in determining his progress for the year.

2. The pre and post test results of the Frostig Test of Visual Perception were converted to age equivalents for each subtest for each pupil and are presented in tabular form for comparative purposes. A comparison between test age equivalents and the pupils' actual chronological ages is also included.

C. Behavioral and Performance Rating Scales

Baseline ratings were established for each pupil on the two rating scales based on observations by the two teachers in the program. Subsequent observations and ratings were made by the teachers. Final ratings were made at the end of May, 1970. The final ratings were compared with the baseline ratings and are presented in tabular form. They reflect the judgement of the teachers relative to the achievement of the behavioral objectives established for each pupil.

D. Staff Questionnaire

The responses received on the staff questionnaire, relative to the adequacy of the program, were tabulated and summarized for presentation in this report.

Treatment of the Data (continued)

E. Parent Questionnaire

The responses received on the parent questionnaire were tabulated for presentation in this report.

Findings

A. Standardized Test Data

1. Table I presents data concerning the IQ scores for 16 pupils based on Form A and Form B of the Peabody Picture Vocabulary Test. Two pupils entered the program in March and April and one pupil left the program in January. Form A and Form B scores were not available for those three pupils. The following observations may be made from these data:

   a. Thirteen (81.2%) of the 16 pupils tested showed increased IQ scores from January to May of 1970. These increases ranged from 4 to 67 points with an average increase of 25.84 points.

   b. Three (18.8%) of the 16 pupils tested showed decreased IQ scores from January to May of 1970. These decreases ranged from 6 to 21 points with an average decrease of 14.33 points.

   c. As a total group, the 16 pupils showed an average increase in IQ scores of 18.31 points from January to May of 1970.

2. Table II presents data concerning the relationship between age equivalents based on the subtests of the Frostig Test of Visual Perception and the chronological ages of 13 pupils for whom pre and post test scores were available. In addition to the three pupils who entered the program late or left it early, three other pupils could not be tested on the pre-test or both tests. The following observations may be made from these data:

   a. The average age equivalent gain for the 13 pupils tested exceeded the 4.0 months increase in chronological age on 4 of the 5 subtests. Average gains were 12.2 months on subtest II "Figure Ground," 9.7 months on subtest III "Form Constancy," 7.8 months on subtest V "Spatial Relationships," and 5.1 months on subtest I "Eye Motor Coordination."

   b. The average age equivalent gain for the 13 pupils tested was less (2.5 months) than the 4.0 months increase in chronological age on subtest IV "Position in Space."

   c. Overall, 65 pre-post measures were obtained for the 13 pupils. There were 35 gains in subtests, 19 no changes, and 11 losses.

   d. Age equivalents, in general, were below the chronological age for each pupil, but 6 pupils had 1 or more subtest age equivalents equal to, or greater than, their chronological ages on the pre-test; and 8 pupils had 1 or more subtest age equivalents equal to, or greater than, their chronological ages on the post-test.

TABLE I

A COMPARISON OF INTELLIGENCE QUOTIENTS BASED ON SCORES ON THE PEABODY PICTURE VOCABULARY TESTS FOR EACH PUPIL IN THE PRESCHOOL PROGRAM FOR HANDICAPPED CHILDREN

Form A -- January, 1970 Form B -- May, 1970

Pupil	Intelligence Quotients		
	Form A	Form B	Change
A	26	67	41
B	63	102	39
C	67	90	23
D	91	95	4
E	97	114	17
F	56	40	-16
G	42	36	- 6
H	60	97	37
I	73	91	18
J	67	134	67
K	69	73	4
L	71	78	7
M	85	100	15
N	53	80	27
O	57	36	-21
P	89	126	37

TABLE II

A COMPARISON OF AGE EQUIVALENTS BASED ON PRE AND POST TEST SCORES ON THE FROSTIG TEST OF VISUAL PERCEPTION AS RELATED TO THE CHRONOLOGICAL AGE OF EACH PUPIL IN THE PRESCHOOL PROGRAM FOR HANDICAPPED CHILDREN

PRE-TEST -- JANUARY 1970 POST-TEST -- MAY 1970

Statistic	Pupil B						Pupil C						Pupil D						Pupil E					
	Chronological Age	Subtests					Chronological Age	Subtests					Chronological Age	Subtests					Chronological Age	Subtests				
		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships
Pre-test Age Equivalent	6-3	3-6	3-3	4-6	5-6	5-0	5-1	4-9	3-6	2-6	4-9	4-9	6-6	5-0	5-3	5-0	5-0	4-9	6-6	6-9	3-9	2-6	3-3	4-0
Post-test Age Equivalent	6-7	6-0	5-3	6-0	7-0	6-6	5-5	4-6	3-6	4-0	4-9	4-9	6-10	6-0	4-9	4-0	5-0	4-9	6-10	6-9	7-0	6-9	5-0	6-6
Post-test Age Equiv. minus Pre-test Age Equiv.	0-4	2-6	2-0	1-6	1-6	1-6	0-4	-0-3	0-0	1-6	0-0	0-0	0-4	1-0	-0-6	-1-0	0-0	0-0	0-4	0-0	3-3	4-3	1-9	2-6

Statistic	Pupil G						Pupil I						Pupil J					
	Chronological Age	Subtests					Chronological Age	Subtests					Chronological Age	Subtests				
		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships
Pre-test Age Equivalent	5-5	3-3	2-6	2-6	4-9	4-0	7-0	4-0	2-6	4-0	5-0	4-9	5-8	6-3	5-3	6-0	4-0	4-9
Post-test Age Equivalent	5-9	3-0	2-6	2-6	3-3	4-0	7-4	5-3	4-9	6-9	6-3	4-9	6-0	6-9	4-3	2-6	5-6	5-6
Post-test Age Equiv. minus Pre-test Age Equiv.	0-4	-0-3	0-0	0-0	-1-6	0-0	0-4	1-3	2-3	2-9	1-3	0-0	0-4	0-6	-1-0	-3-6	1-6	0-9

Statistic	Pupil K						Pupil L						Pupil M					
	Chronological Age	Subtests					Chronological Age	Subtests					Chronological Age	Subtests				
		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships
Pre-test Age Equivalent	4-0	4-9	3-0	2-6	4-0	4-0	5-6	3-0	3-3	4-0	4-0	4-0	6-3	7-9	5-9	4-6	5-0	4-0
Post-test Age Equivalent	4-4	5-3	4-0	4-0	3-3	4-0	5-10	3-9	3-9	6-0	4-0	4-9	6-7	6-3	5-9	6-3	5-0	5-6
Post-test Age Equiv. minus Pre-test Age Equiv.	0-4	0-6	1-0	1-6	-0-9	0-0	0-4	0-9	0-6	2-0	0-0	0-9	0-4	-1-6	0-0	1-9	0-0	1-6

Statistic	Pupil N						Pupil O						Pupil P					
	Chronological Age	Subtests					Chronological Age	Subtests					Chronological Age	Subtests				
		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships		I Eye Motor Coordinaton	II Figure Ground	III Form Constancy	IV Position in Space	V Spatial Relationships
Pre-test Age Equivalent	5-2	4-0	3-3	2-6	4-9	4-0	5-2	6-0	4-0	6-3	5-0	4-9	6-4	6-9	5-9	5-0	5-6	6-0
Post-test Age Equivalent	5-6	5-0	4-0	4-0	5-6	4-0	5-6	6-0	6-6	4-0	3-3	4-9	6-8	6-9	8-3	5-6	5-6	7-6
Post-test Age Equiv. minus Pre-test Age Equiv.	0-4	1-0	0-9	1-6	0-9	0-0	0-4	0-0	2-6	-2-3	-1-9	0-0	0-4	0-0	2-6	0-6	0-0	1-6

Findings (continued)

B. Behavioral and Performance Rating Scales

1. Table III presents data concerning changes in pupil characteristics as observed and recorded by the teacher in each class. A 5 point rating scale was employed for the pre and post ratings ranging from (1) very little achievement to (5) high achievement and response. A maximum gain of 4 was possible. The following observations may be made from these data:

   a. The average pre-rating for each of the 20 characteristics rated was below average for all characteristics with the exception of "Frequency of physical contacts due to incoordination," and "Separate from his mother without disturbance or negative reaction."

   b. The average post-rating for each of the 20 characteristics rated was above average for all characteristics with the exception of "Imitate rhythmic patterns."

   c. Overall, 320 pre-post measures were obtained for the 16 pupils rated. There were 266 gains, 51 no changes, and 3 losses. It should be noted that 34 of the 51 no changes were accounted for by pupils who were rated at the maximum on both pre and post ratings.

   d. Approximately 67% of the pupils rated reached or maintained a rating of 4 or 5 on the 5 point scale.

2. Table IV presents data concerning changes in behavior as observed and recorded by the teacher in each class. A 5 point rating scale was employed for 8 of the 14 behaviors rated, a 6 point rating scale for 1 behavior, and a 7 point rating scale for 5 behaviors. The following observations may be made from these data:

   a. The average pre-rating for each of the 14 behaviors rated was below average for 10 behaviors, and above average for 4 behaviors.

   b. The average post-rating for each of the 14 behaviors rated was above average for all behaviors.

   c. Overall, 224 pre-post measures were obtained for the 16 pupils rated. There were 181 gains, 34 no changes, and 9 losses. It should be noted that 12 of the 34 no changes were accounted for by pupils who were rated at the maximum on both pre and post ratings.

   d. Approximately 70% of the pupils rated reached or maintained a rating at the maximum, or one less than the maximum, indicating high or fairly good achievement and/or response.

TABLE III

CHANGES IN PUPIL CHARACTERISTICS AS INDICATED
BY TEACHERS FOR SIXTEEN PUPILS PARTICIPATING IN THE
PRESCHOOL PROGRAM FOR HANDICAPPED CHILDREN

Pre-Rating January, 1970 Post-Rating May, 1970

Activity	Average Ratings			Number of Pupils		
	Pre	Post	Gain	Loss	No Change	Gain
GROSS MOTOR						
a. Follow prescribed course on tricycle	2.0	3.9	1.9	0	0	16
b. Move through walkway outlined by blocks	2.7	4.3	1.6	0	1	15
c. Frequency of physical contacts due to incoordination	3.6	4.7	1.1	0	6	10
d. Ride and move toys in a controlled manner in response to verbal directions	2.5	3.9	1.4	0	3	13
FINE MOTOR						
a. Identify body parts and functions	1.9	3.7	1.8	0	1	15
b. Imitate rhythmic patterns	1.4	2.7	1.3	0	3	13
c. Demonstrate coordination through cutting out designs, reproducing shapes, throwing balls, etc.	1.9	3.7	1.8	0	1	15
d. Demonstrate small muscle control by assembling puzzles, working with pegboards, stringing beads, hitting nail with hammer, stacking blocks, drawing and painting	2.3	4.1	1.8	0	2	14
COMPREHENSION AND LANGUAGE USE						
a. Follow simple directions given by an adult, such as "Go get the ball and put it under the chair."	2.6	4.2	1.6	0	3	13
b. Follow directions involving location concepts such as: "Put the ball under the chair."	2.1	4.0	1.9	0	2	14
c. Use of words, phrases and simple sentences	2.3	3.7	1.4	0	3	13
d. Use of nouns and pronouns to name objects	1.8	3.7	1.9	0	0	16
e. Use of action words to describe an idea	1.6	3.7	2.1	0	1	15
f. Listen to and repeat a simple story like "The Three Bears."	1.6	3.5	1.9	1	0	15
ABILITY TO FUNCTION INDEPENDENTLY IN SOCIAL SITUATIONS						
a. Separate from his mother without disturbance or negative reaction	4.9	5.0	0.1	0	15	1
b. Play at least with one child for a prescribed number of minutes	2.4	4.1	1.7	1	2	13
c. Ask a teacher or other adult for help when needed	2.5	4.1	1.6	0	3	13
d. Work in a small learning group for a prescribed number of minutes	2.7	3.7	1.0	1	3	12
e. Work in a teacher chosen activity for a prescribed number of minutes	2.5	3.9	1.4	0	1	15
f. Participate in regular preschool program during planned activity such as "Show and Tell" and "Circle Time."	2.6	4.2	1.6	0	1	15

TABLE IV

CHANGES IN PUPIL BEHAVIOR AS INDICATED BY TEACHERS FOR SIXTEEN PUPILS PARTICIPATING IN THE PRESCHOOL PROGRAM FOR HANDICAPPED CHILDREN

Pre-Rating January, 1970 Post-Rating May, 1970

Behavior	Average Ratings			Number of Pupils		
	Pre	Post	Gain	Loss	No Change	Gain
PEER RELATIONSHIPS*						
Degree to which child engages in solitary, parallel or cooperative play	2.5	4.1	1.6	1	2	13
LEVEL OF ORGANIZATION OF PLAY*						
Degree to which child organizes play material	3.1	4.4	1.3	0	4	12
WAITING AND SHARING***						
Degree to which child waits, shares and takes turns	4.2	5.9	1.7	1	2	13
TYPE OF MOTOR ACTIVITY***						
Large muscle as opposed to small muscle activity	3.5	5.3	1.8	0	1	15
RESTRAINT OF MOTOR ACTIVITY***						
Length of time child can engage in quiet activity	3.6	5.2	1.6	2	4	10
CLARITY OF SPEECH**	3.6	5.1	1.5	0	2	14
VERBAL SKILL*						
Complexity of vocabulary and sentence structure	2.5	3.6	1.1	0	1	15
ACTIVITY VERSUS PASSIVITY OF SPEECH*						
Proportion of time spent verbalizing with adults and peers	3.4	4.3	0.9	0	7	9
COOPERATION WITH ADULTS*						
Degree that the child complies with adult request	2.8	4.1	1.3	1	3	12
USE OF MATERIALS*						
Represent reality with art	2.5	4.2	1.7	1	0	15
USE OF SCISSORS*						
Ability to manipulate scissors	2.6	4.2	1.6	0	1	15
FEARFULNESS*						
Apprehensive about school activities	2.9	4.0	1.1	1	3	12
FREQUENCY OF ANGER TOWARD ADULTS***	3.1	5.1	2.0	1	3	12
FREQUENCY OF ANGER TOWARD CHILDREN***	2.9	5.0	2.1	1	1	14

*5 Point Rating Scale

**6 Point Rating Scale

***7 Point Rating Scale

Findings (continued)

C. Responses to Staff Questionnaire

1. Adequacy of the program in terms of:

a. Preliminary planning

There was general agreement that selecting and organizing the staff during the preliminary planning period took time away from the program and necessitated a great deal of the reorganization which followed. This condition should not exist for the 1970-71 school year since the entire staff has been involved in planning and organizing for the second year of this program.

b. Method of obtaining referrals

This phase of the program was reported to be adequate by the staff. It was hoped that as this program becomes better known more referrals would come directly from parents in the future.

c. Orientation of parents of potential pupils

There was agreement that this phase of the program was very good. A need was expressed to develop, for the future, a contractual arrangement with parents to more definitely define their obligations to the program.

d. Screening procedures for selecting pupils

This phase of the program was reported to be adequate. It was suggested that more information on each applicant should be required by the screening committee in the future.

e. Initial diagnosis of each child

It was suggested that this phase of the program could be strengthened by complete testing and the accumulation of more data on behavior prior to admission of the pupil to the classroom.

f. Development of behavioral objectives

There was agreement that the original objectives were unrealistic in several respects: in terms of the expectations for both young children and the more mature children, and in terms of the ability of the staff to accomplish the detailed observations and recording originally planned. The objectives, as refined and rewritten during the year, are considered to be practical and measurable with the new instruments prepared by the staff.

Findings (continued)

g. Class activities

There was agreement that this phase of the program was very adequate and can be further improved by early and complete diagnosis and more consistent participation by parents.

h. Extra class activities (field trips, home teaching, etc.)

There was complete agreement that these activities were very effective and could be improved only by increasing these types of activities.

i. Equipment and materials

Delays in getting the necessary equipment was a handicap during the early part of the program. It is now agreed that both equipment and materials are very adequate.

j. Supportive services

These were reported to be very adequate. It was suggested that support in the area of speech therapy should be increased.

k. Parent participation

There was agreement that, for the first year, participation by parents was fair but could and should be improved by more thorough orientation and the contractual obligations previously mentioned.

l. Procedures for observing and rating pupil progress

There was general agreement that this phase of the program improved and became adequate as more appropriate instruments were developed during the year.

m. Success in obtaining the objectives established for the pupils

There was complete agreement that expectations were exceeded for the older children and very good progress was achieved for all the children in the program.

n. In-service training for members of the staff and parents

There was general agreement that the in-service training offered was good for the staff and some parents but only fair for other parents. The in-service training opportunities provided were limited in number and scope because the program actually was in a developmental phase during the fall semester, and the purposes of such activities could not be defined until the initial organization and reorganization of the program had been completed. A better and hopefully more effective in-service program for staff and parents has been planned for the 1970-71 school year.

Findings (continued)

Consultants from the Far West Educational Laboratory, Berkeley, California; the Learning Resource Center of the Sacramento City Unified School District; and the Teacher Education Department, Sacramento State College, were available for in-service training sessions. The entire staff also attended two state-wide conferences on exceptional children: The Napa Behavior Modification Conference, and the Palo Alto Council for Exceptional Children Conferance.

2. Suggestions for Improvement

There was general agreement on the following suggestions:

a. begin classes earlier in the fall

b. more complete and detailed diagnosis of the problems involving both children and parents

c. more precise definitions of the role of each staff member

d. more complete and consistent parent participation

e. maintenance of closer liaison with regular schools and teachers

f. more informal group meetings with parents and staff

D. Responses to Parent Questionnaires

Seventeen or 94% of the 18 parents completed and returned the questionnaries expressing their opinions of the program.

1. In response to the question "Has Title III been of help to your child?" 17 (100%) of the responding parents answered in the affirmative. The most frequent responses concerning how the program had been helpful included:

a. increased pupil interest in activities, people, and school;

b. increased pupil interest in, and ability to talk, with parents and others;

c. increased pupil ability to get along with other children and adults; and

d. increased pupil interest in learning.

2. In response to the question "Has Title III been of help to you personally?" 17 (100%) of the responding parents answered in the affirmative. The most frequent responses concerning the ways in which the program had been helpful included:

Findings (continued)

a. Helped me to understand my own and other children better

b. Helped me to control my child's behavior

c. Helped me to communicate with my child

3. In response to the question "Did you like participating in the classroom?" 13 (76.5%) of the responding parents answered in the affirmative, 3 (17.6%) could not participate, and 1 (5.9%) did not respond to this question.

4. In response to the question "Which of the following parts of the program were most helpful to you", the responses were as follow:

Home Teaching	3
Home Visits	8
Field Trips	0
Working in the Classroom	12
Group Meetings	9

5. In response to the question "What other ways do you suggest the Title III staff may help you?" 9 (52.9%) of the responding parents reported "none" or gave no response. In general, the remaining responses indicated a desire for more group meetings to teach parents how to gain and hold a child's attention, understand children better, and assist them in teaching their own children at home.

6. In response to the question "How can the Title III program be improved?" 8 (47.1%) of the responding parents reported no improvement was necessary or did not respond to this question. Other responses suggested that the school day should be longer, such classes should be available to more children, and that there should be more parent participation.

Summary and Conclusions

Because of the experimental nature of this program, much of the early part of the school year was spent in writing and rewriting objectives for the program, establishing criteria for the selection of pupils, organizing and training the staff, seeking referrals, and in general, developing a workable program. The experiences of the first year have been a great benefit to the staff. Many of the weaknesses of the program were discovered and corrected in the first months of the school year. Others which have become apparent as the year progressed will be corrected for the 1970-71 school year.

Summary and Conclusions (continued)

A. Positive Findings

1. In spite of the serious emotional, behavioral, educational, and neurological problems evidenced in the case histories for each child, the standardized test data and teacher ratings indicate substantial success in attaining the objectives established for the pupils in the program.

2. Changes in pupil characteristics were greatest in the area of comprehension and language use and fine motor activities in that order.

3. Changes in pupil characteristics in the areas of gross motor activities and ability to function independently in social situations were consistent with changes in pupil behavior.

4. All of the responding parents expressed very positive reactions to the program on the Parent Questionnaire. Without exception, they reported that the program had been helpful to their children and to themselves as parents.

5. A majority of the responding parents enjoyed participating in classroom activities, not only because of the benefits they derived personally, but because they enjoyed being with and working with young children.

6. A majority of the responding parents reported that they liked the program as it was. Suggestions offered for improvement coincided with areas identified by the staff as needing improvement. Plans are being developed to strengthen these areas for the 1970-71 school year.

B. Negative Findings

1. From both the staff and parent reaction, it is evident that parents who should have participated in the program did not and that some of those who did participate were not consistent in that participation.

2. The reaction of the staff to the procedures for selecting pupils suggests that more complete test data and background information on each applicant should be made available to the screening committee.

3. The reaction of both the staff and parents to the in-service training program suggests that the in-service sessions, particularly for parents, were not sufficient in number to adequately orient parents to their role in the program.

C. Recommendations

1. The 1969-70 year of planning and experience should make an earlier beginning of classes for the 1970-71 school year possible and every effort should be made to have the project classes coincide with the regular school year calendar.

Summary and Conclusions (continued)

2. Complete and detailed information concerning applicants and their parents should be provided the screening committee to make possible early selection of the total number of children who can be accommodated in the program.

3. Every effort should be made to encourage more parent participation by adhering to such participation as one of the three criteria for admission to and retention in the program.

4. Frequent informal ratings should be accomplished by members of the staff for each pupil to assess progress in achievement and behavior to better individualize instruction.

5. Efforts should be made to generate more funds from local, state, and federal sources to provide for additional classes to meet the needs of more handicapped children.

James A. Stivers
Research Assistant
Educational Evaluation and
Quality Control Department

Keith E. Hartwig
Director
Educational Evaluation and
Quality Control Department

Approved:
Frank E. Delavan
Assistant Superintendent
Research and Development Services

JAS:sb

EXHIBIT A

Sacramento City Unified School District
Administration Building
Research and Development Services Office

November 17, 1969

CREATING A SUPPORTIVE EDUCATIONAL ATMOSPHERE
BETWEEN PARENTS AND THEIR 3 TO 7 YEAR OLD
HANDICAPPED CHILDREN
EVALUATION PLANS

Introductory Statement

Because of the differences in age and the variety of handicaps exhibited by these children, measurement of their growth and development must, of necessity, be on an individual basis. Evaluation of the progress of each child in relation to the objectives for the program must concern itself with the factors which made him a candidate for this program.

A. Measurements of pupil growth and development

Initial and periodic measurements of pupil performance will be accomplished by the teachers, teacher aides, psychologists, parents, and/or evaluation personnel. Analysis of the results of these measurements will be made jointly by the evaluation personnel and the psychologist. The objectives of the program are as follows:

1. Gross motor activities

Each child will demonstrate control of gross motor activities as defined and developed by the staff by demonstrating ability to:

a. Follow a prescribed course on a tricycle such as the various maze configuations illustrated on Form I.

(1) Progress will be indicated by recording performance factors such as: Time from start to finish and number of errors committed in executing the maze (Errors include touching the sides of the maze structure or violating a boundary line).

(2) Achievement of the objective will involve completion of each maze task without error.

b. Move through a walkway area varying in width from 30" to 18" outlined by blocks.

(1) Progress will be indicated by five error free trials at each width beginning at 30" with successive reductions of 6" until the 18" walkway is reached (Errors include moving or knocking over blocks).

(2) Achievement of the objective will involve negotiating the 18" walkway without error.

c. Control physical contacts with other children, such as pushing and shoving, based on coordination problems rather than behavioral problems.

(1) Progress will be indicated by recording the frequency of contacts in a small physical space such as a playhouse containing a maximum of four children for 15 minutes per day for one week.

(2) Achievement of the objective will involve a 50% decrease in frequency of contacts after special training based on the seriousness of the coordination problem.

2. Fine motor activities

Each child will demonstrate control of fine motor activities as defined by the staff by demonstrating ability to:

a. Identify parts of the body and what they do as indicated on Form II.

(1) Progress will be measured by recording right and wrong answers to a question such as, "What is this?" when a body part is pointed to or touched; to a direction such as, "Touch your head"; and to a question such as, "What does your neck do?"

(2) Achievement of the objective will be evidenced by 90% correct responses for each of the three tests over a period of five consecutive days.

b. Ride and move toys in a controlled manner in response to verbal directions.

(1) Progress will be indicated by pass or fail marks on Form II in response to directions to a child riding a tricycle such as, "stop," "turn right," and "turn around." The complexity and length of commands will be gradually increased.

(2) Achievement of the objective will be determined by correct completion of a three-step command.

c. Imitate rhythmic patterns.

(1) Progress will be indicated by recording pass or fail marks on Form II as the child attempts to duplicate the drum beat pattern sounded by the teacher. The child will be allowed two trials for each rhythm.

(2) Achievement of the objective is accomplished when the child can correctly duplicate a drum beat pattern.

d. Demonstrate coordination through cutting out designs, reproducing shapes, and throwing a ball at a given target.

(1) Progress will be indicated by rating the child's cutting ability from zero to four where 0 = very poor, 1 = poor, 2 = fair, 3 = good, and 4 = excellent, with independent ratings by at least two observers. In the age group from 4 to 6½ years, the child's ability to reproduce shapes will be assessed and scored by standardized techniques and procedures using the WPPSI geometric designs as stimulus figures. The Bender-Gestalt and Koppitz Scoring System will be used for a child over 6½ years of age. Ball throwing accuracy from a distance of six feet will be rated on the 0 to 4 scale.

(2) Achievement of the objective will be evidenced as follows: A 10% improvement of cutting ability for a fixed number of cuts by the end of the year, a 10% improvement in reproducing designs for a fixed number of reproductions by the end of the year, and a 20% improvement in ball throwing ability based on the average score for three trials.

e. Demonstrate small muscle control by assembling picture puzzles, random insertion of pegs in a pegboard, stringing beads, hitting nails with a hammer, stacking blocks, manipulating scissors to cut paper, and drawing and painting.

(1) Progress will be indicated by rating the child's ability on the zero to four point rating scale with independent ratings by at least two observers. Ratings will be made bi-weekly on each child.

(2) Achievement of the objective will be evidenced by a one point increase or a rating of four on three successive observations.

3. Comprehension and use of language

Each child will demonstrate ability to comprehend and use language as evidenced by ability to:

a. Follow a simple direction given by an adult such as, "Go get the ball and put it under the chair."

(1) Progress will be indicated by recording on a weekly basis on Form III ability to follow directions.

(2) Achievement of the objective will be evidenced by correctly following a three-stage direction.

b. Follow directions involving location concepts such as, "Put the ball over, under, behind the box."

(1) Progress will be indicated by establishing a baseline pattern and recording responses weekly on Form III.

(2) Achievement of the objective will be evidenced by a correct response to each location direction for five successive trials.

c. Use words, phrases, and simple sentences in conversation.

(1) Progress will be determined by first establishing a baseline speech function pattern by observing each child 15 minutes per day for one school week during both language training sessions and free play time and recording the observations on Form III. Thereafter, observations will be recorded each day during group language training sessions and 15 minutes per week during free play time.

(2) Achievement of the objective will be accomplished when the child correctly uses simple sentences 75% of the time in group language training sessions.

d. Use nouns and pronouns to name objects.

(1) Progress will be determined by first establishing a baseline pattern during free play and recording the response to a question such as, "What do you want to play with today?" on Form III. Thereafter, the use of nouns and pronouns when gaining access to toys for use in free play will be recorded.

(2) Achievement of the objective will be accomplished when the child responds without prompting using simple sentences containing nouns and pronouns for five consecutive days.

e. Use action words to describe an idea.

(1) Progress will be evidenced by recording the child's response to questions requiring a description of future events such as, "What are you going to do with the blocks?"

(2) Achievement of the objectives will be accomplished when the child responds, without prompting, using simple sentences containing action words for five consecutive days.

f. Listen to and repeat a simple story such as "The Three Bears." Tell at least one first-hand experience.

(1) Progress will be recorded during group language training sessions and during free play time.

(2) Achievement of the objective will be evidenced when the child includes 50% of the major themes, once for each story, and relates a first-hand experience involving a beginning and ending either during a group language training session or during free play five consecutive times.

4. Ability to function independently in social situations

Each child will demonstrate his ability to function independently in a variety of situations by demonstrating ability to:

a. Separate from his mother without disturbance or sulking.

(1) Progress will be indicated by recording the presence or absence and the number and duration of reactions on Form IV by bus drivers, aides, and teachers.

(2) Achievement of the objectives will be evidenced by the complete absence of negative reactions on separation from his mother.

b. Play with at least one child for a prescribed number of minutes.

(1) Progress will be indicated by recording the presence or absence of cooperative play during free time. Each child will be observed for at least 15 minutes per week on a given day.

(2) Achievement of the objective will be evidenced by a 50% increase in cooperative play for at least five consecutive observation periods.

c. Ask a teacher or other adult for help when needed.

(1) Progress will be determined by recording the number of requests classified into independent and dependent catagories weekly during group activity and free play activity.

(2) Achievement of objective will be determined by 50% increase for five consecutive observation periods.

d. Work in a small learning group for a prescribed number of minutes.

(1) Progress will be indicated by recording the attention span for each child. Efforts will be made to increase concentration by one minute intervals.

(2) Achievement of the objective will be evidenced by a 50% increase for five consecutive observation periods.

e. Work in an activity chosen by the teacher for a prescribed number of minutes such as, "Set the table," "Bathe the baby," and "Build a block house" for a prescribed number of minutes.

(1) Progress will be indicated by recording the length of time the child stays with the assigned task compared to the number of minutes prescribed for the task.

(2) Achievement of the objective will be evidenced when the child stays with the task for the number of minutes prescribed.

f. Participate in the regular preschool program during the planned activity such as, "Circle time" or "Show and tell" for a 15 minute period of time.

(1) Progress will be indicated by recording the length of time the child participates in the activity.

(2) Achievement of the objective will be evidenced when the child participates for the prescribed time during five consecutive observation periods.

5. Increase intellectual ability

a. Each child will take the Frostig Test of Visual Perception in November 1969 and May 1970.

(1) Areas of weakness will be diagnosed from the results of the pre-test and appropriate training provided.

(2) A comparison of pre and post test results will determine the degree of development. A 10% gain on the post-test will be expected.

b. Each child's I.Q. score will be determined by use of the Peabody Picture Vocabulary Test. Form A will be administered in November 1969 and Form B in May 1970. A comparison of the two scores will be made and improvement recorded.

c. Each child's verbal conceptual skills will be measured by the similarities sub-test of the WPPSI for children 4 to 6½ years of age and the WISC similarities sub-test for children 6½ to 7 years of age for diagnostic purposes and to aid in establishing baseline patterns.

d. More goals pertaining to the increase in intellectual skills will be formulated for each child in the framework of an individual prescription.

B. Follow-up studies of pupils after exit from the program

This is a three year project. Hopefully, each year will see some of the project pupils progress and find placement in regular or other special education programs. Individual case studies shall be compiled for each child in this project and will be maintained after his or her exit from the project in order to gather information to determine whether, after placement in this project, pupils are able to find and maintain satisfactory placement in other educational programs.

C. Assessment of the results of parent involvement in the program

1. Teacher and staff opinions will be gathered concerning the parents in the program regarding their abilities, insights, and knowledge of the following:

   a. Child growth and development.

   b. The implications of their particular child's disabilities or handicaps to

      (1) family living,

      (2) child care, and

      (3) educational plans.

   c. Community resources.

2. Parent opinions will be gathered regarding

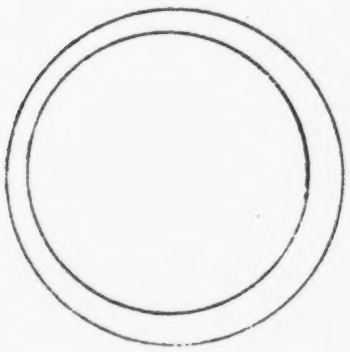
   a. the benefits they received from the program and

   b. suggestions they have for improving the program.

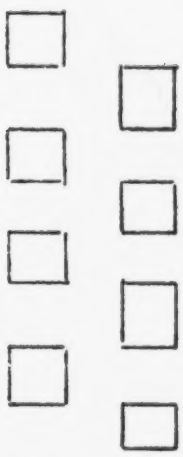
The evaluation procedures described above are to be provided by personnel in the Research and Development Services Office of the Sacramento City Unified School District.

GROSS MOTOR ACTIVITIES

NAME _____ DATE _____

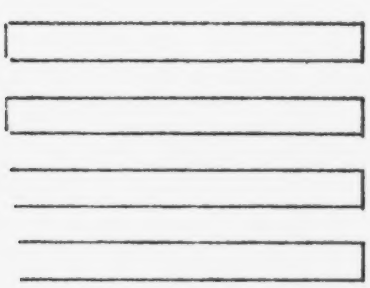


6.

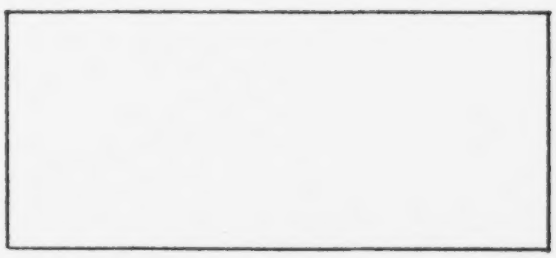


7.

TRIAL	TIME	ERROR	RATING	ACTI-VITY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				



4.



5.

IMPLICATIONS

TARGETS

FINE MOTOR ACTIVITIES

NAME _____ DATE _____

CONDITION	DAY	HEAD	EYES	NOSE	MOUTH	EARS	NECK	SHOULDER	ARM	ELBOW	WRIST	FINGER	HIPS	LEGS	KNEE	BACK	TOE	FOOT	GENITAL
	1																		
	2																		
	3																		
	4																		
	5																		

	DAY 1	2	3	4	5
COMMAND DIRECTION VERBAL					

	DAY 1	2	3	4	5
MOTOR DIRECTION					

	DAY 1	2	3	4	5
RHYTHM PATTERNS					

	DAY 1	2	3	4	5
TABLE TOYS					

	DAY 1	2	3	4	5
CARPENTRY WORK					

	DAY 1	2	3	4	5
BLOCKS					

	DAY 1	2	3	4	5
DRAWINGS					

	DAY 1	2	3	4	5
CUTTING					

	DAY 1	2	3	4	5
PAINTING					

	DAY 1	2	3	4	5

FORM II

COMPREHENSION AND USE OF LANGUAGE

NAME _____ DATE _____

LOCATION

AY	FRONT	BOTTOM	BEHIND	MIDDLE	TOP			
1								
2								
3								
4								
5								

DAY

	1	2	3	4	5	TOTAL
WORDS						
PHRASES						
SENTENCES						

FIRST HAND STORY

DAY	YES	NO
1		
2		
3		
4		
5		

SIMPLE STORY

DAY	YES	NO
1		
2		
3		
4		
5		

SIZE WORDS

1	2	3	4	5	

1	2	3	4	5	

WEIGHT WORDS

1	2	3	4	5	

1	2	3	4	5	

FORM III

SEPARATION DISTURBANCES

NAME	MON	TUE	WED	THUR	FRI		BEHAVIOR	TIME	OTHER

KEY - X = An observed separation experience
0 = Not observed
A = Day absent

FORM IV

BEHAVIORAL DATA RECORDING FORM

NAME _____ DATE _____

FORM V

EXHIBIT B

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Office of The
Director of Adult Education

1716 E Street
Sacramento, California 95814

September 5, 1969

TO:

FROM: Elvie C. Watts, Preschool Coordinator

SUBJECT: Supportive Educational Program with a Responsive Environment for Children Three to Seven

The Sacramento City Unified School District has received a grant under Title III to establish two classes to provide a supportive educational atmosphere for parents and their three to seven year old handicapped children. A major portion of the program is directed toward parent education, so it is imperative that the child's parents be willing to participate fully.

Selected children must exhibit inadequacies which prevent them from succeeding in other school programs. Some examples of handicaps appropriate for the program might be failure to function under stress, aggressive or withdrawn behavior, etc., poor ability in making transference, trauma or allergic response to meals, lack of impulse control, inconsistent social relationships with peers and adults, inappropriate emotional response, atypical motor coordination, multiple handicaps (sight, hearing, speech), perceptual weaknesses, inconsistent growth patterns.

We can accept referrals from your agency or school for the school year 1969-70

cc: Dr. John E. Leman
Mr. A. W. McClaskey
Mr. Bill Whiteneck

ECW/mg

EXHIBIT C

SACRAMENTO CITY UNITIED SCHOOL DISTRICT
Adult Education Department
Title III Preschool Project

TITLE III PRESCHOOL PROGRAM APPLICATION

Name of Child_____Age:____years____month

Parent or Legal Guardian_____Phone_____

Address_____

Present school of enrollment_____Grade____Teacher_____

Special Education____Yes____No

Reasons for Referral_____

_____

_____

_____

_____

_____

_____

Previous psychological evaluation with dates and disposition_____

_____

_____

_____

_____

_____

List any physical handicaps or health problems of the child_____

_____

_____

_____

_____

_____

Signature of person making referral_____

Date submitted_____

EXHIBIT D

Sacramento City Unified School District
Adult Education Department
Title III Preschool Project
1716 E Street
Sacramento, California

PARENT AUTHORIZATION FOR ENROLLMENT
IN THE TITLE III HANDICAPPED CHILDREN'S PROGRAM

Following a discussion with school personnel acquainted with my child, I authorize the enrollment of my child in the Title III Program and the use of school psychological services to aid in educational planning and assist in the guidance of my child.

I understand that these services may include the administration of individual intelligence, achievement, aptitude, and/or projective tests or scales given by fully qualified personnel, and that upon my request a conference will be arranged to discuss the conclusions and recommendations resulting from the service.

Name of Child _____

Birthdate _____

School _____

_____
(Signature of Parent or Guardian)

_____
(Date)

Received by _____

Title _____

EXHIBIT E

S A C R A M E N T O C I T Y U N I F I E D S C H O O L D I S T R I C T

ADULT EDUCATION DEPARTMENT

TITLE III PRESCHOOL PROJECT

1716 E Street
Sacramento, California 95814

Date:

A Title III staff conference on _____ was held

on _____. The following decision was made.

☐ Accepted into the Title III Program pending parental approval.

☐ Eligible for Title III Program but placed on waiting list pending opening.

☐ Eligible for Title III Program but placed on waiting list pending receipt of further information.

☐ Not eligible for Title III Program. Further evaluation and referral for special program consideration to be determined by the principal or referring agency.

The Title III

Screening Committee

EW/mm

EXHIBIT F

A SUMMARY OF THE CASE HISTORIES OF PUPILS ENROLLED IN THE 1969-70 ESEA TITLE III PROJECT CREATING A SUPPORTIVE EDUCATIONAL ATMOSPHERE FOR PARENTS AND THEIR THREE TO SEVEN YEAR OLD HANDICAPPED CHILDREN

The behavior of the pupils reported in the case histories ranged from listless, apathetic, and shy to excessively aggressive, disruptive, destructive, and uncontrollable. Some of the pupils exhibited both extremes at different times and/or were alternately hyperactive or sullen and withdrawn. The behavior problems were reported to be, in some cases, more severe at home than at school.

Poor physical health and generally slow development were reported for most of the pupils, speech was immature, verbal responses were difficult, and physical coordination was poor and below average. It was reported that some of the pupils had been referred for medical or psychiatric care and were receiving treatment.

It was reported that a few pupils were living with their natural parents, some with other relatives, some, by court order, with guardians, some with the mother and a male companion, and some with parents whose marital status was unknown. It was reported that some of the pupils have been subjected to severe abuse in the home by one or both parents; that some have been subjected to harsh but inconsistent treatment; and that some are over protected. It was reported that most of the pupils came from homes that were unsettled and crisis laden. Poverty, the emotional instability of some of the parents, and the limited ability and/or poor health of one or both parents, were reported to be among the contributing factors to the problems of the children.

Some of the parents reportedly recognized their need for assistance and were as cooperative as their abilities and circumstances would permit. Some parents, reportedly, had such severe personal problems that they were unable to focus much attention on their children or cope with their behavior in any positive way.

EXHIBIT G

TITLE III PRESCHOOL TESTING FORM

NAME_____ DATE_____

1. PEER RELATIONSHIPS	1	2	3	4	5		
Degree to which child engages in solitary, parallel or cooperative play							
2. LEVEL OF ORGANIZATION OF PLAY	1	2	3	4	5		
Degree to which child organizes play material							
3. WAITING AND SHARING	1	2	3	4	5	6	7
Degree to which child waits, shares and takes turns							
4. TYPE OF MOTOR ACTIVITY	1	2	3	4	5	6	7
Large muscle as opposed to small muscle activity							
5. RESTRAINT OF MOTOR ACTIVITY	1	2	3	4	5	6	7
Length of time child can engage in quiet activity							
6. CLARITY OF SPEECH	1	2	3	4	5	6	
7. VERBAL SKILL	1	2	3	4	5		
Complexity of vocabulary and sentence structure							
8. ACTIVITY VERSUS PASSIVITY OF SPEECH	1	2	3	4	5		
9. COOPERATION WITH ADULTS	1	2	3	4	5		
Degree that the child complies with adult request							
10. USE OF MATERIALS	1	2	3	4	5		
Represent reality with art							
11. USE OF SCISSORS	1	2	3	4	5		
Ability to manipulate scissors							
12. FEARFULNESS	1	2	3	4	5		
Apprehensive about school activities							
13. FREQUENCY OF ANGER TOWARD ADULTS	1	2	3	4	5	6	7
14. FREQUENCY OF ANGER TOWARD CHILDREN	1	2	3	4	5	6	7

11-13-69

EXHIBIT H

RATING SHEET FOR BEHAVIORAL OBJECTIVES

TITLE III PRESCHOOL PROJECT

CHILD'S NAME_____ DATE_____

1. GROSS MOTOR ACTIVITIES

a. Follow prescribed course on tricycle	*1	2	3	4	5
b. Move through walkway outlined by blocks	1	2	3	4	5
c. Frequency of physical contacts due to incoordination	1	2	3	4	5
d. Ride and move toys in a controlled manner in response to verbal directions	1	2	3	4	5

2. FINE MOTOR ACTIVITIES

a. Identify body parts and functions	1	2	3	4	5
b. Imitate rhythmic patterns	1	2	3	4	5
c. Demonstrate coordination through cutting out designs, reproducing shapes, throwing balls, etc.	1	2	3	4	5
d. Demonstrate small muscle control by assembling puzzles, working with pegboards, stringing beads, hitting nail with hammer, stacking blocks, drawing and painting	1	2	3	4	5

3. COMPREHENSION AND LANGUAGE USE

a. Follow simple directions given by an adult, such as "Go get the ball and put it under the chair."	1	2	3	4	5
b. Follow directions involving location concepts such as: "Put the ball under the chair."	1	2	3	4	5
c. Use of words, phrases and simple sentences	1	2	3	4	5
d. Use of nouns and pronouns to name objects	1	2	3	4	5
e. Use of action words to describe an idea	1	2	3	4	5
f. Listen to and repeat a simple story like "The Three Bears."	1	2	3	4	5

4. ABILITY TO FUNCTION INDEPENDENTLY IN SOCIAL SITUATIONS

a. Separate from his mother without disturbance or negative reaction	1	2	3	4	5
b. Play at least with one child for a prescribed number of minutes	1	2	3	4	5

c. Ask a teacher or other adult for help when needed	1	2	3	4	5
d. Work in a small learning group for a prescribed number of minutes	1	2	3	4	5
e. Work in a teacher chosen activity for a prescribed number of minutes	1	2	3	4	5
f. Participate in regular preschool program during planned activity such as "Show and Tell" and "Circle Time."	1	2	3	4	5

5. INCREASE INTELLECTUAL ABILITY

a. Frostig Test of Visual Perception

November, 1969	May, 1970
I _____	I _____
II _____	II _____
III _____	III _____
IV _____	IV _____
V _____	V _____

b. Peabody Picture Vocabulary Test

Form A November, 1969	Form B May, 1970
_____	_____

c. Conceptual skills	1	2	3	4	5

*KEY:

1. Very little, if any, actual task achievement. Poor attention and concentration, very little effort demonstrated, little or no response or skill evident.

2. Limited skill or response, obvious difficulty in attending to task, cautious, unsure, lacking confidence.

3. Partial accomplishment judged appropriate for mental and physiological development.

4. Fairly good task achievement, quite responsive, confident, no lack of attention.

5. High achievement and response, excellent motivation, effortless performance.

EXHIBIT I

Sacramento City Unified School District
Administration Building
Research and Development Services Office

QUESTIONNAIRE
FOR PERSONNEL ASSOCIATED WITH THE
PRESCHOOL PROGRAM FOR HANDICAPPED CHILDREN

I. Adequacy of the Program

How would you describe the adequacy of the program in terms of:

A. Preliminary Planning?

B. Method of Obtaining Referrals?

C. Orientation of Parents of Potential Pupils?

D. Screening Procedures for Selecting Pupils?

E. Initial Diagnosis of Each Child?

F. Development of Behavioral Objectives?

G. Class Activities?

H. Extra Class Activities? (Field trips, home teaching, etc.)

I. Equipment and Materials?

J. Supportive Services?

K. Parent Participation?

L. Procedures for Observing and Rating Pupil Progress?

M. Success in Attaining the Objectives Established for the Pupils?

N. In-service Training for Members of the Staff and Parents?

II. Suggestions for Improvement

What suggestions do you have for improving the program?

EXHIBIT J

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
ADULT EDUCATION DEPARTMENT
TITLE III PROGRAM

TITLE III EVALUATION

Dear Title III Parent:

You can help in the education of children in our district if you would answer these questions very honestly. Please do not sign your name (unless you wish to) and return this to your classroom. Future children and parents will have the benefit of your suggestions.

1. Has Title III been of help to your child? _____ yes _____ no

   If yes, how? _____

   _____

   If not, why? _____

   _____

2. Has Title III been of help to you personally? _____ yes _____ no _____ maybe

   Please explain: _____

   _____

3. Did you like participating in the classroom? _____ yes _____ no _____ I could not

4. Which of the following parts of the program were most helpful to you? Check one or more.

   _____ home teaching

   _____ home visits

   _____ field trips

   _____ working in the classroom

   _____ group meetings

5. What other ways do you suggest the Title III staff may help you? _____

   _____

6. How can the Title III Program be improved? _____

   _____

5/11/70